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This proposal for a Master of Arts in Teaching (MAT) Program to be instituted at Texas A&M University includes a general statement about the program, description of the MAT degree; justification of the need for an MAT Program at Texas A&M University; an outline of the two program options (either noncertified personnel may become certified or certified personnel may update their certificates), course offerings (including a practicum and internship in teaching), and semester-by-semester curriculum; specifications for administration of the program (including candidate eligibility, application procedures, and institutional appraisal and evaluation of the program); a description of the MAT Program in action; and statements on cost and accreditation. (SG)

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TEXAS A&M UNIVERSITY

COLLEGE OF LIBERAL ARTS
COLLEGE STATION, TEXAS 77843
1968

Department of Education

MASTER OF ARTS IN TEACHING PROGRAM (MAT)

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A STATEMENT

We believe that this Master of Arts in Teaching Program has special strengths which will assist the state in solving its critical problem of the teacher shortage. It has the special feature of incorporating the Jamison Law, H.B. 664 (Texas Legislative Act, 1967) for compressed teacher education certification with an option to continue in teacher education through the Master of Arts in Teaching degree.

MAT degrees around the country are typically administered by Teacher Education units in cooperation with Departments in Colleges of Liberal Arts. MAT programs are predominately those which recruit new personnel into the teaching profession. That which is described herein serves this purpose. In addition, this program has been designed to include teachers who desire to increase teaching competence. We believe that as many as 30 hours of a 36 hour program may be taken in no more than two substantive areas to increase this competence. We also believe that the remaining 6 hours <u>should be</u> a practicum and internship in teaching.

Poor teaching practices are not remedied by substantive work alone. The importance of the affective domain is not to be denied. Instructional strategies are <u>real</u> and <u>meaningful</u>. The practicum and internship in teaching may be the most important elements in improving the <u>inefficient</u>,<u>experienced</u> teacher's competency.

Roger L. Harrell

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Secondary MAT Programs

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THE NATURE OF MAT

This program is designed to procure from the ranks of highly qualified graduates of accredited colleges and universities those persons desiring to teach but who have not taken professional development courses or substantive work essential for successful teaching and/or certification.

The MAT degree may be considered a valid degree for those teachers who are now teaching and wish to add to their competence a teaching field (s). In so doing, it serves for certified teachers who have a Bachelor's degree and do not desire to pursue the M.A. type degree with foreign language study or the M.S. type degree with a thesis, but who wish solely to improve their competence in teaching in the particular assignment which they now have .

In all cases, the emphasis is upon improving teaching (for this is what the degree title implies) through a combination of substantive and professional study. A most significant and mandatory part of the program is enrollment in six graduate hours of <u>practicum</u> and <u>internship</u> in teaching, three hours in each.

THE NEED

Teacher training programs currently conducted by Texas institutions of higher education are unable to meet the employment demands of the state for fully certified teachers. The Governor's Committee on Public School Education (1968) reports that 11,189 emergency and special assignment permits were issued during 1966-67. The trend for the past three years has been that the issuance of

such permits has increased by over 2000 per year. In addition, the issuance of teaching permits to non-degree personnel has almost doubled in the past three years.

In the programs approved by the state for the preparation of teachers it is recognized that the employable personnel involved come from two major sources: namely, 1) the four year undergraduate program designed for high school graduate applicants and 2) the conversion type program wherein graduates with degrees in fields other than education are provided with a modification of the four year sequence for undergraduates. It is with this latter group that this degree program is primarily concerned.

Coupled with the need to recruit teachers to meet this teacher shortage a national movement emerged in 1957 to design more flexible arrangements for teacher training. Notable among these were the Master of Arts in Teaching programs financed by the Fund for the Advancement of Education of the Ford Foundation. These programs included a combination of aims, in the words of Alvin Eurich, Director of the Fund:

> "...the impact of these demonstrations (MAT programs) has been to encourage trends to reduce the formal requirements of professional courses in state certification of teachers; to extend the liberal education of teachers; to substitute internship experience for much of the course work in education; to develop the 'team' approach to teaching; to draw a larger percentage of teachers from the recent graduates of liberal arts colleges as well as from older college graduates in the community."

A rather intensive qualitative analysis of 25 such MAT program types has been made by James C. Stone, Director of Teacher Education and Professor of Education at the University of California, who sees

in these innovative programs improvements in format and benefits to the profession, which have been realized earlier than might have been were it not for foundation support. All programs thus developed are to be continued on a self-supporting basis when current foundation grants are terminated, according to the present directors. The proved success of these programs yeild much qualitative information for guidance in constructing similar models in Texas.

In Koerner's well known recommendations he states recommendation #2: "the regular four year undergraduate program should remain the standard preparation for new teachers. The fifth year should by all means be continued(especially the Master of Arts in Teaching programs)and encouraged but the accelerating movement toward making five years of preparation mandatory for all new teachers is ill-advised."

TWO OPTIONS

Option 1. Under this degree program, hereinafter referred to as the MAT degree, non certificated persons may become certified in the following areas:

1 - *Provisional elementary certificate

2 - *Provisional secondary certificate

with supporting study in the teaching fields and substantive areas of biology, business, chemistry, drama, economics, English, French, German, geography, government, health & physical education,

* The term "Provisional" is not probationery as customarily used. A Provisional Certificate in Texas means a regular teaching credential.

history, journalism, mathematics, Russian, and Spanish.

Option II. For teachers holding valid teaching certificates the degree is offered for purposes of up-dating the applicant's competence in both substantive teaching areas and professional educational development. It would be possible under this program for an experienced teacher to take as many as 30 hours of substantive course work in no more than two teaching fields and 6 hours of professional development (practicum and internship in teaching) to obtain the degree.

In either case, Option I or Option II, the administration of the program and the procedural operations involved are conducted jointly by the graduate college and the department of education.

COURSE OFFERINGS TO COMPRISE THE PROGRAM

A. Secondary certificate programs

Psychology 301, Educational Psychology or Education 602, Advanced Educational Psychology	3 SH
Education 638, Trends in Curriculum and Instruction	3 SH
Education 685, Problems-Principles & Practices in Secondary Teaching	3 SH
Education 623, Standardized Tests & Measurements	3 SH

Substantive graduate courses in the teaching field(s) specified (see Two Options above) 18 semester hours.

Education 656, Practicum in Teaching	3 SH
Education 657, Internship in Teaching	3 SH

B. Elementary certificate programs:

Psychology 307, Child Growth & Development	3 SH
Education 638*, Trends in Curriculum & Instruction	3 SH
Education 685, Problems-Principles & Practices in Elementary Teaching	3 SH
Education 623, Standardized Tests & Measurements	3 SH

* Students in this course receive the elementary phases of 638.

Substantive graduate course work (12 SH) in the specified teaching area (see Para. 2). Selected substantive courses (6 SH) in areas taught in the elementary school, but not covered in the 12 semester hours of concentration above. (Total 18 SH)

C. Secondary program for certified teachers

A maximum of 30 graduate semester hours in no more than two of the specified teaching fields (see Two Options).

A minimum of 6 graduate semester hours in professional education (Practicum and Internship in teaching) as directed by the student's evaluation committee.

D. Elementary program for certified teachers

Twenty four graduate semester hours from among the 13 subject fields taught in the elementary school including reading, mathematics, science, history, government, sociology, health & physical education, drama, psychology, English, economics and geography, as approved by the student's evaluation committee.

A SEMESTER-BY-SEMESTER CURRICULUM FOR THE PROPOSED PROGRAM

A. Secondary certificate program:

Plan A.

1st term, summer	Psychology 301 or Education 602	3 SH
	Education 638	3 SH
2nd term, summer	Education 685	3 SH
	Education 623	3 SH

Fall semester

Nine hours of subject matter preparation (teaching field or fields -- graduate courses only) 9 SH

Education 656, Practicum in Teaching 3 SH

Spring semester

Nine hours of subject matter preparation (teaching field or fields -- graduate courses only)

Education 657, Internship in Teaching (Supervised Teaching) 3 SH

36 SH

MAT degree is awarded. Recommendation for the Provisional Certificate is forwarded to the Texas Education Agency by the Council on Teacher Education.

Plan B

First summer program

1st term	Psychology 301 or Education 602	3 SH
	Education 638	3 SH
2nd term	Education 685	3 SH
	Education 623	3 SH

Employment by a public school on an emergency permit basis.

Fall semester

Education 656, Practicum in Teaching 3 SH

Spring semester

Education 657, Internship in Teaching 3 SH

Continued employment by a public school on an emergency permit basis.

At this point in the sequence, recommendation for provisional certification will be made upon the basis of Standard II as outlined in Texas Education Agency letter to College Dean and Heads of Departments of Education, SUBJECT: "Actions of the State Board of Education on February 3, 1968", dated February 14, 1968, (the Jamison Bill) and/or present certification regulations in Texas.

Second summer program:

1st term	Six graduate hours of subject matter courses--teaching field(s), graduate courses only.	6 SH
2nd term	Six graduate hours of subject matter courses--teaching field(s), graduate courses only.	6 SH

Fall and spring semester

Employment with full certification and/or continues on a permit basis.

Third summer session

1st term	Six hours of subject matter courses--teaching field(s), graduate courses only.	6 SH
		36 SH

Student may be awarded a MAT degree and may be recommended for a Provisional Secondary Certificate (if not already) providing all requirements have been satisfactorily met.

B. Elementary certificate program

Plan A

1st summer term	Psychology 307	3 SH
	Education 638	3 SH
2nd summer term	Education 685	3 SH
	Education 623	3 SH

Fall semester

Nine hours (graduate) of substantive course work	9 SH
Three hours, Education 656, Practicum in Teaching	3 SH

Spring semester

Nine graduate hours substantive course work	9 SH
Education 657, Internship in Teaching	3 SH
Total	36 SH

MAT degree is awarded. Recommendation for the Provisional Elementary Certificate is forwarded to the Texas Education Agency by the Council on Teacher Education.

Plan B

1st summer term	Psychology 307	3 SH
	Education 638	3 SH
2nd summer term	Education 685	3 SH
	Education 623	3 SH

Fall semester

Education 656, Practicum in Teaching	3 SH

Employment in public school on emergency permit basis.

Spring semester

Education 657, Internship in Teaching	3 SH

Continued employment in public school on emergency permit basis.

At this point in the sequence recommendation for provisional certification will be made upon the basis of Standard II as outlined in Texas Education Agency letter to College Deans and Heads of Departments of Education, SUBJECT: "Actions of the State Board of Education on February 3, 1968", dated February 14, 1968, (Jamison Law) and/or present certification regulations in Texas.

Second summer program

1st term	Six graduate hours substantive course work (related subjects taught in the elementary school)	6 SH
2nd term	Six graduate hours substantive course work (related to subjects taught in the elementary school)	6 SH

Fall and spring semester

Full time employment with full or permit certification.

3rd summer session

1st term	Six graduate hours substantive course work (related to subjects taught in elementary school)	6 SH
	Total	36 SH

Student may be awarded a MAT degree and may be recommended for a Provisional Elementary Certificate (if not already) providing all requriements have been satisfactorily met.

ADMINISTRATION OF THE PROGRAM

The proposed program will not affect the administrative structure of the institution. This program will be administered in the Department of Education within the College of Liberal Arts and under the supervision of the Council on Teacher Education which is an all-university representative organization for teacher education.

Two inter-departmental committees will administer this program under the general supervision of the education department. Each of the two committees will be composed of two members from the education department and one member from the student's major field of study.

The two committees are to administer four separate programs.

1 Elementary certificate MAT
1A Elementary non-certificate (experienced teachers with certificates)
2 Secondary certificate MAT
2A Secondary non-certificate MAT (experienced teachers with certificates)

Administration procedures of the MAT program will include the following items:

I. Eligibility for Candidate for MAT Teacher Education Program

A. General requirements as specified for all persons seeking a certificate to teach in the State of Texas as found in Article 289 1b Section 4 and 5. Bulletin 651.

B. Specific requirements for persons selected for accelerated programs.

1. Possess a bachelor's degree from an accredited institution of higher learning and apply for admission into teacher education program.

2. Present evidence of satisfactory scholastic achievement in college.

3. Show breadth and depth of preparation in academic areas related to subjects commonly taught in the public schools of Texas.

II. Application Procedures for MAT Candidate

A. Complete an application with evidence attached that meets the general requirements for persons desiring certification to teach.

(NOTE: Application form - page 11A)

Application for Admission to Teacher Education Program

1. Mr. / Mrs. / Miss _____
(First) (Middle) (Maiden) (Last)

2. Address _____

3. Date of Birth _____ Sex _____

A. Social Security Number _____

B. A citizen of the United States _____ (Yes) _____ (No)

4. Degree(s) earned _____ (Institution) _____ (Degree) _____ (Institution) _____ (Degree)

5. Date(s) conferred _____ (Month Day Year) _____ (Month Day Year)

6. I have the following credits:

_____ semester hours. Constitution of United States & Texas

_____ semester hours. American History (may include 3 sem. hrs. of Texas History).

7. My major in undergraduate work was _____ in which I earned _____ credits with a grade point ratio of _____.

My minor was _____ in which I earned _____ credits with a grade point ratio of _____.

8. I desire to be certified to teach _____ (Teaching field) and/or _____ (Teaching field) in the State of Texas and do hereby certify that the above statements are true and correct.

_____
Applicant's usual signature

B. Present an official college transcript(s) and statement as to his rank in college graduating class.

C. Present a record of experiences and qualifications for evaluation of applicant to Teacher Education Program relevant to MAT Program including Standard II for accelerated Certificate Program. (Jamison Law)

D. Present the score(s) of

1. The Graduate Records Examination, verbal and quantitative.
2. The Advanced SCAT or an equivalent examination as determined by the Counseling and Testing Center.
3. English Proficiency Examination (Composition, Mechanics, and Spelling).

III. Institutional Appraisal and Evaluation of MAT Program

A. Evaluation team.

1. Shall be appointed by the Head of the Education Department and the Head of the department in that teaching field(s) in which the applicant is pursuing substantive courses.
2. Shall be comprised of two members of the faculty of the department of education and one member from the school or college of arts and sciences for individuals applying for evaluation for elementary certification.
3. Shall give general guidance to the individual while pursuing his study and preparation and when necessary make re-evaluations, such as the acquiring of teaching experiences.

B. Institutional Procedures for Committee(s) Evaluation of Applicant to MAT Program.

1. Determine applicant's eligibility for acceptance into the program.

   a. Review applicant's official transcript(s) for evidence of acceptable scholastic achievement and for evidence of acceptable teaching fields for elementary or secondary school program.

   b. Review the score(s) or required general achievement test(s).

   c. Review the applicant's work experiences, references, and recommendations, and any other evidence bearing upon his personal and prefessional qualifications as a teacher.

   d. Interview the applicant to assist in the determination of his qualifications as a highly selected intelligent, mature, well-educated and concerned individual interested in a career as a teacher.

(see Form - Page 13A)

2. Development of individual's programs after admission

   a. Outline deficiencies in professional and content preparation with respect to the area of teaching specialization chosen by the applicant.

   b. Provide a teacher-training program that is appropriate to the individual's needs and that can be completed in a reasonable time.

Name of Applicant_____

Address_____

Phone_____ Date_____

(1) List periods of work experience, giving types and kinds of work and names of former employers.

_____

_____

_____

_____

_____

(2) List specific talents or hobbies.

_____

_____

_____

(3) List other experiences that add educational dimensions for appraisal.

_____

_____

_____

_____

(4) List at least three names of those who have personal knowledge of applicant's personal, academic and occupational history.

_____

_____

_____

_____

c. Consider equivalencies for work experiences and other specific experiences and qualifications when appropriate for course or credit requirements.

d. Assure that the program prepared for the individual does not outline more requirements than would be made in an undergraduate program of teacher preparation.

e. Give consideration to a program that makes possible course requirements that may be reduced, compressed, or combined and interchangeable with similar courses.

3. Prepare a program of certification for the individual in triplicate, with the original to be filed at the college, one copy for the individual and one copy to be sent to the commissioner of Education.

As stated, applicants for admission to this program will be required to adhere to the existing provisions for admission to the Texas A&M University Graduate College.

A thesis is not required, however the degree will call for 6 hours of the practicum and internship in teaching. The internship under Plan A requires a minimum of 540 clock hours of teaching. Plan B requires a minimum of 1440 clock hours.

No foreign language is required but may be elected.

A DESCRIPTION OF THE MAT PROGRAM IN ACTION -- AN INNOVATION IN TEACHER EDUCATION

A program of teacher education designed to culminate in a Master of Arts degree is described below. The program will be initiated upon the premise that the ultimate success of the teacher is significantly determined by the success achieved during the first year of employment.

A core of professional development concepts, organized in meaningful units of study, is presented through team teaching. The content of the program is determined by asking the question: What knowledge, experiences and skills do prospective teachers need in order to be successful during their first year on the job?

The professors, instructors, and graduate students who would normally teach courses in a regimented fashion now become members of a teaching team. At least two of the professors and a varied number of the junior team members are present at all times, encouraging a genuine dialogue and meaningful interaction among student teachers. All course barriers are dissolved and meaningful student-need oriented topics are explored which relate to successful first-year teaching.

Through the utilization of team teaching, large and small group study, flexible scheduling, group planning and continual evaluation, and a cooperative endeavor in every respect, the students in this program, with course barriers removed, investigate such topics as purposes of education, public relations, interpersonal relations, self-concept, professionalism, school organization, school personnel, types of curriculum, cultural forces influencing curricular decisions, federal programs, trends and innovations in curriculum, curricular programs in Texas, evaluation of curriculum guides, unit planning, lesson planning, writing instructional

objectives, student needs, instructional materials, small group techniques, classroom management, role playing, learning theories, individualizing instruction, teaching strategies, educational change strategies, teacher made tests, human characteristics (growth and change), and history and philosophy.

In addition to studies in the cognitive topics listed interns receive instruction and practice in the affective domain through study of interaction analysis procedures, including plotting and interpreting matrices and self analysis with the use of the teletrainer. Micro-teaching and role playing are used for a more critical evaluation.

Educational television facilities are also available for on-campus activities.

Students are trained in the construction and use of instructional media to enhance classroom presentations.

Evaluation

Several pre-test, post-test instruments will be used in the Program as indicators of student progress. These instruments are the Minnesota Teacher Attitude Inventory, the Professional Education Analysis Inventory, developed by the Department of Education, Texas A&M University and an instrument sampling the student's ability to prepare effective instructional objectives, also developed by the Department.

By pre- and post-testing with these instruments, some objective measure of growth will be obtained. Local norms are being developed, and when established will enhance the usefulness of these tests.

In addition to test instruments, a continuous informal evaluation is carried on throughout the twelve weeks by both students and faculty.

Each week (Plan A) the interns meet with the faculty group for criticism, and suggestions for improvement. The faculty considers this line of communication extremely important. Student expression is continuously encouraged.

Students enrolling for Psychology 301, 307 or Educ. 602 and Education 638 during the first term of the summer program would meet with the faculty from 8:00 to 12:00 am daily. The same kind of schedule would exist for those enrolling in Education 685 and 623 during the second term. Actually the second summer session would but continue the sequence of studies initiated in the first.

Practicum and Internship in Teaching

Education 656 and 657, Practicum and Internship in Teaching

Fall and spring semesters 6 SH

The student would be employed in a selected public school on an emergency permit basis and at a salary commensurate with that of a beginning teacher in that school district.

During the semester the intern would be supervised by the school principal or a faculty member selected by him,a faculty member of the education department and selected visitations from a faculty member of the department in which he is securing subject matter preparation.

In addition to the regular supervisory functions, supervisors would encourage the intern to engage in research significant to his classroom activities. The premise here is that meaningful research is the harbinger of professionalism.

Each university supervisor would be expected to provide a minimum of six hours supervision and consultation to the intern. A faculty member from the department of education would be chairman and coordinator

of the supervisory team.

A STATEMENT ABOUT COST

There will be no additional cost in the initial year for the proposed program since the students enrolled in this program will be absorbed in the current budgets and there will be no necessity for appropriating money for this purpose. A fellowship type program has been applied for through the Education Professions Development Act as outlined in the guidelines of the Higher Education Act of 1965 as amended 1968, U.S. Office of Education. One of the principal purposes of the Master of Arts in Teaching degree is to identify qualified graduates with the Bachelor's degree, recruit them for preparation for teaching and provide a concentrated program which will place them as certified teachers in the public schools of Texas at the earliest possible date. This proposal for Federal funds should not prejudice the approval of this degree, however since the need exists and the University proposes to meet that need in the appropriate manner.

ACCREDITATION

This program will become a part of the accreditation of the University by the Southern Association of Colleges and Secondary Schools. Because it is a teacher education program it also will be accredited by the Texas Education Agency. There will be no initial or subsequent annual costs involved since membership in the accrediting agencies covers all programs, including this one. The program has been carefully designed to satisfy the basic criteria for accreditation.

(This program incorporates the principle involved in Standard II for preparation of teachers under the new accelerated type programs described in the memorandum letter from the Texas Education Agency, February 14, 1968, (commonly known as the Jamison Law - H.B. 664).